

## Comparison of Pregnancy Health Information Needs, Barriers, and Information-seeking Behaviors Between First-time and Non-first-time Pregnant Women

**Kelli D. Johnson<sup>1</sup>**, Carol Shieh<sup>1</sup>

<sup>1</sup>Indiana University School of Nursing

The purpose of this study was to compare pregnancy health information needs, barriers, and seeking behaviors between first-time and non-first-time mothers. A cross-sectional design was used to study 134 pregnant women who were 18 years or older, able to read and speak English, and from a Midwestern prenatal clinic for low-income patients. The Pregnancy Health Information Needs Scale measured each pregnant woman's perceived information needs in relation to 20 pregnancy health topics. The Pregnancy Health Information Barriers Scale was used to measure five dimensions of barriers to information seeking. The Pregnancy Health Information-Seeking Scale assessed information seeking from a variety of information sources. Student t-test was used to do two-group comparisons on information needs, barriers, and seeking behaviors. We found 25% of the women were first-time mothers whose overall information needs were not different from those of non-first-time mothers ( $p = .51$ ), except for breastfeeding information need ( $p = .02$ ). Non-first-time mothers had more barriers to pregnancy health information ( $p = .003$ ) as compared to first-time mothers. Barriers faced by non-first-time mothers were related to technology, computer/internet use and having few people to turn to when they needed a question answered. First-time mothers were more engaged than non-first-time mothers in using various information sources to look for information ( $p = .000$ ), especially the Internet, mass media, and written materials. First-time and non-first-time pregnant women demonstrate different barriers and information-seeking behaviors. Healthcare providers can use findings from this study to develop interventions to better educate and serve the needs of the pregnant population. Practice implications from this study include: provider focus on breastfeeding education with first-time mothers, providing a wide variety of information sources to patients (brochures, books, videos, internet websites, etc.) in order to accommodate a wide variety of learning styles, and encouraging patients to ask questions and find support throughout their pregnancy.

Mentor: Carol Shieh, Associate Professor, Indiana University School of Nursing, IUPUI